

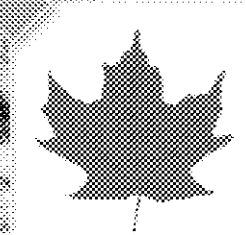
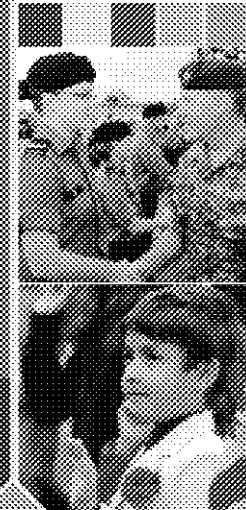


Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



FINAL MONITORING RESULTS OF THE INTERIM TEST



Canada




OUTLINE

- Background
- Data Overview
- Demographic Composition of the Sample
- Pass Rates Analysis (What Effects Pass Rates)
- Conclusion




BACKGROUND

- During the first 3 weeks following the introduction of the new citizenship test, CIC undertook extensive monitoring activities in order to detect and address issues.
 - The extensive monitoring captured data from two sources:
 - test answer sheets of each applicant
 - demographic questionnaires applicants were asked to fill out voluntarily
 - After having received and captured all of the data, CIC provided the data to a Statistics Canada consultant for analysis
 - This presentation provides the key findings in Statistics Canada's final report.
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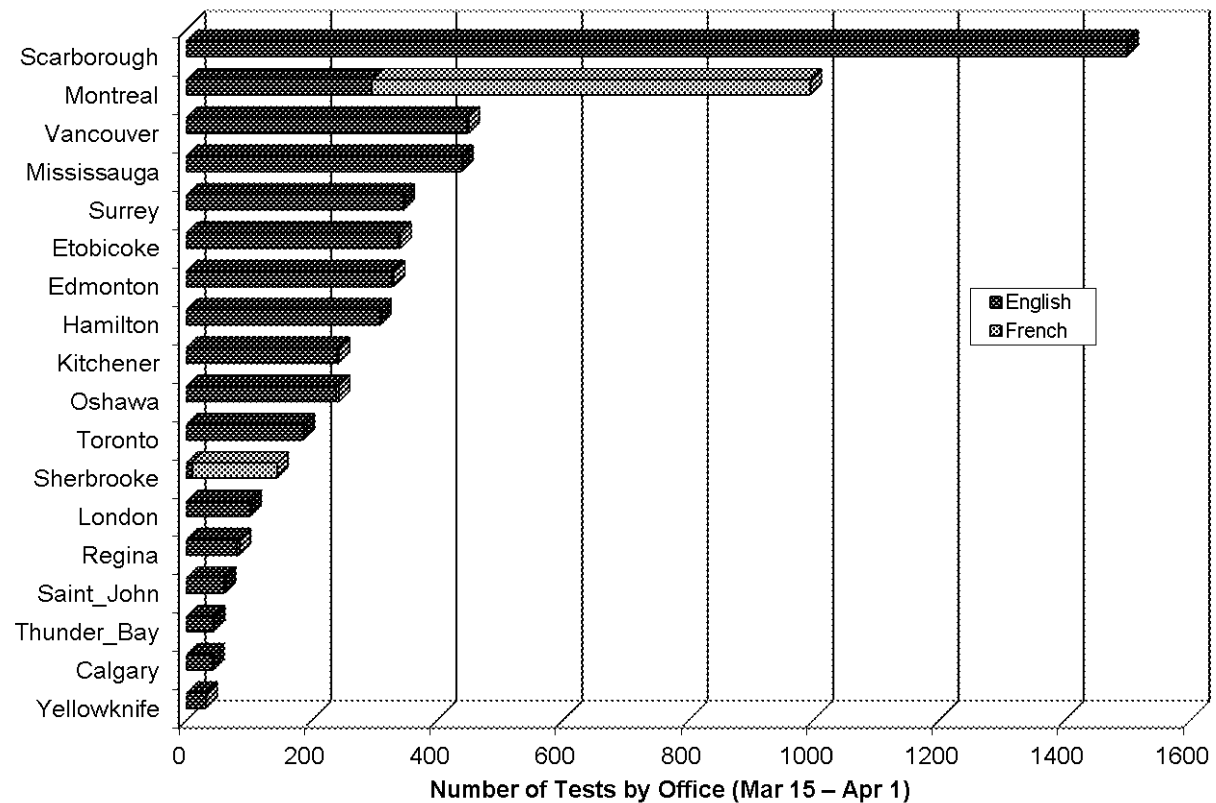


DATA OVERVIEW

- The monitoring period was from March 15 to April 1, and yielded a sample of 5390 test takers.
 - Only 84% of test takers completed the voluntary demographic questionnaire.
 - The missing demographic data was imputed using Statistics Canada's departmental system.
 - Other data inconsistencies/issues were addressed by Statistics Canada and CIC (e.g., missing client identification).
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DATA OVERVIEW (2)

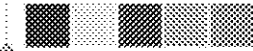
- The monitoring data was collected from 18 regional offices in both official languages





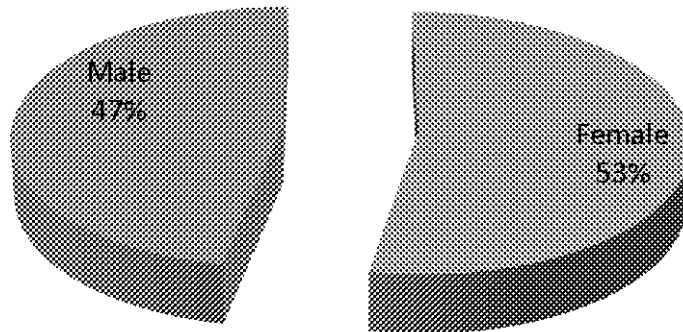
DEMOGRAPHIC COMPOSITION OF THE SAMPLE

- 85% of total tests collected (5390) were in English; 15% were in French.
 - Applicants reported their language spoken at home as follows:
 - 44% - English
 - 15% - French
 - 41% - Other
 - The sample of test takers was almost evenly divided by gender, and unevenly divided by age group.
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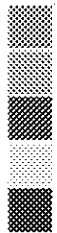
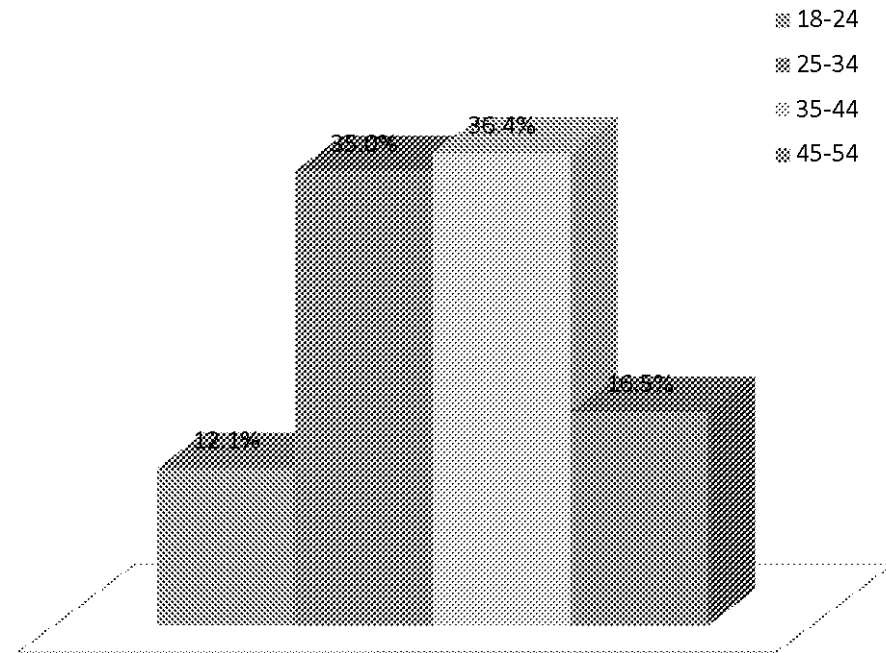


DEMOGRAPHIC COMPOSITION OF THE SAMPLE (2)

Gender



Age

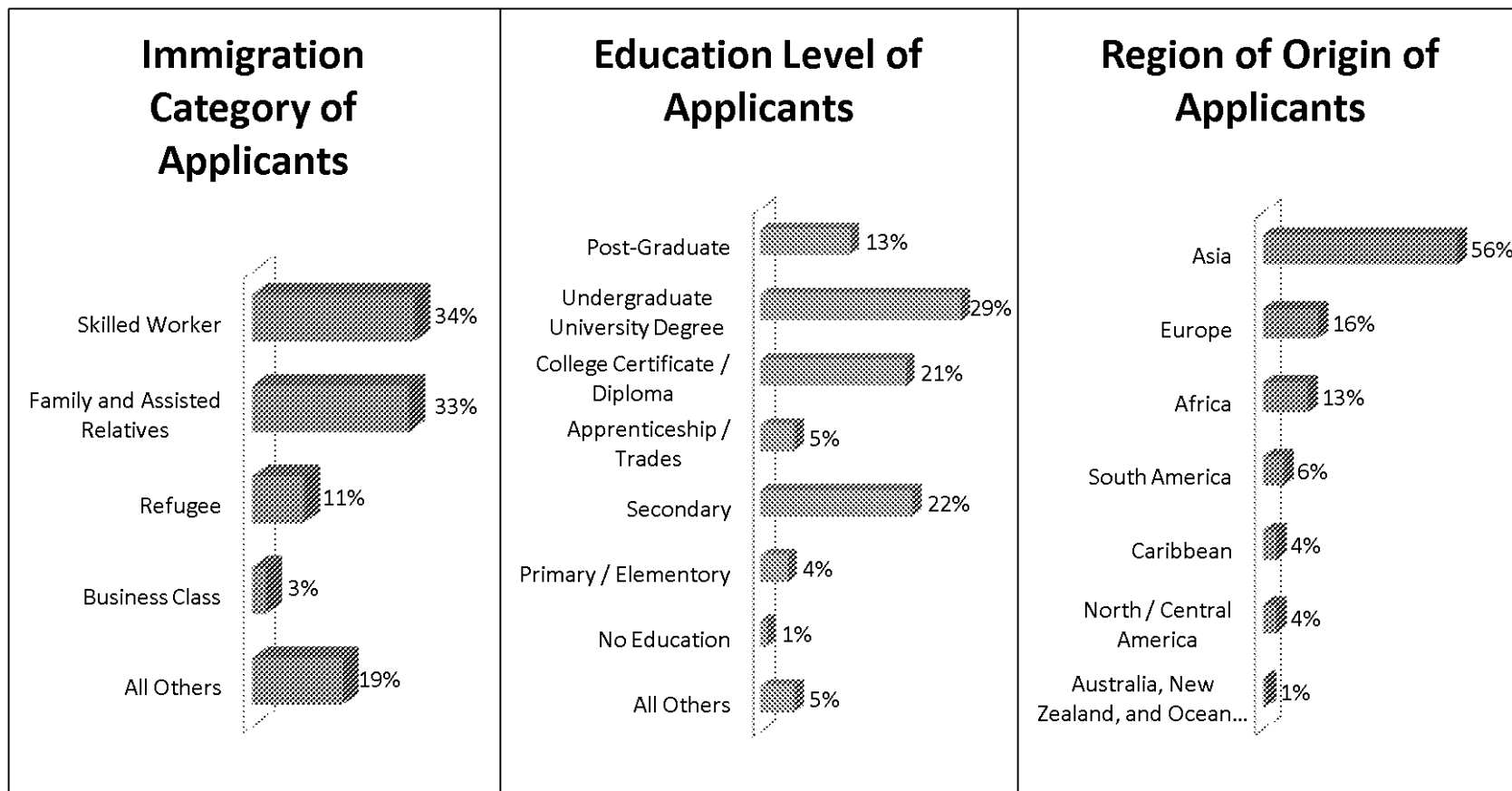




DEMOGRAPHIC COMPOSITION OF THE SAMPLE (3)

- Together, the immigration categories of *skilled worker* and *family and assisted relatives* represented approximately 67% of the applicants in the sample.
- The majority of applicants were from Asia, and all other regions represented a significantly lower proportion.
- Approximately 63% of applicants had a University or College education.
- Only 4 countries represented over 3 % of total applicants: India (16%), China (10%), Philippines (8%), and Pakistan (4%).

DEMOGRAPHIC COMPOSITION OF THE SAMPLE (4)

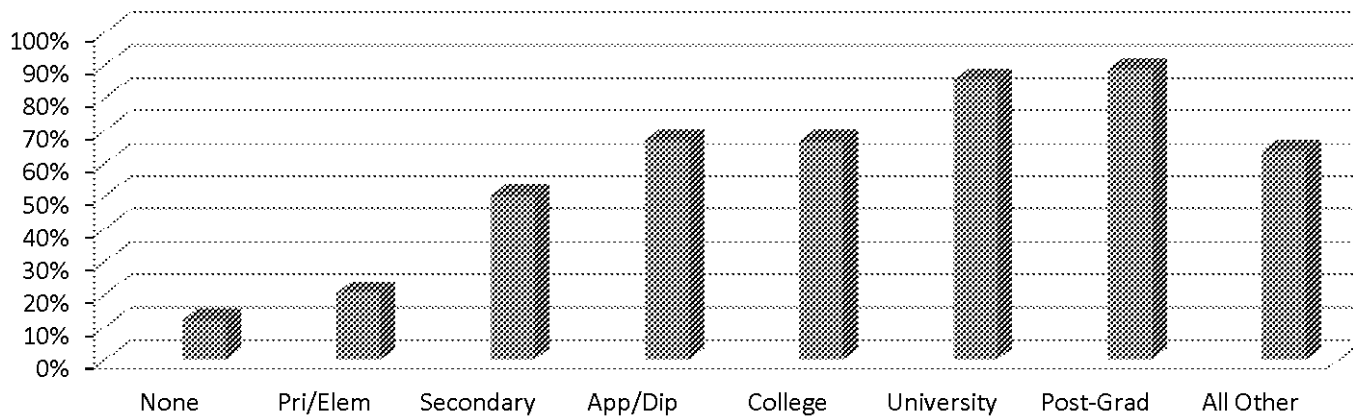


PASS RATES ANALYSIS – VERSIONS AND LANGUAGE

- Pass Rates of each test version were respectively:
 - Version – 75%
 - Version – 69%
 - Version – 74%
 - Version – 72%
 - Version – 55%
- As a result of the significantly lower pass rate, CIC ceased to use Version on
- In version was adjusted and reintroduced along with revised versions and (i.e., question and answers in each version were reordered).
- Language spoken at home had no significant effect on pass rates.
 - English: 67.8%
 - French: 70.8%
 - Other: 71.2%

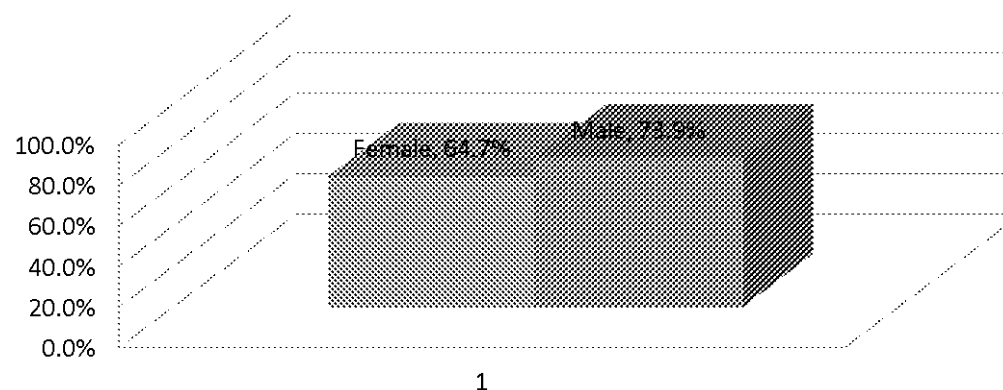
PASS RATES ANALYSIS - EDUCATION

- Education level had the most significant effect on test pass rates.
- Applicants with a university degree or better had over five times the odds of passing over applicants with an apprenticeship, trade, or post-secondary diploma.
- Applicants with only primary school had about one-fifth the odds of passing over applicants with an apprenticeship, trade, or post-secondary diploma.



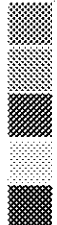
PASS RATES ANALYSIS - GENDER

- Other than Education, Gender is the only other variable that had a significant effect on test pass rates.
- Females from some countries/regions (India, Sri Lanka, Morocco, Pakistan, and the continent of Africa) were less likely to pass, even after we take into account the education variable.
- The gender differences were found for those educated in primary / elementary and secondary school.





PASS RATES ANALYSIS - CONCLUSION

- Education and gender are the only two variables that had an impact on applicant pass rates.
 - Education was by far the most significant variable.
 - Gender was only a significant variable for applicants having a low level of education and who are from particular countries/regions of the world.
 - Once we account for education and gender, all other variables have no significant impact on pass rates (i.e., country/region of origin, immigration category, age group, country of education).
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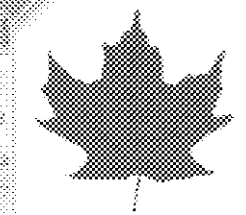


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**Citizenship Preparation:
Assessing Needs
SIJPPC Meeting
November 3, 2011**



Canada




Outline

- Background/Diagnostique
- Citizenship Preparation Tools
- CIC Considerations
- Gaps and Issues
- Potential Ideas
- Discussion/Feedback



Background/Diagnostique

- New citizenship study guide, *Discover Canada: The Rights and Responsibilities of Citizenship* (published 2009, updated 2011) as part of Citizenship Action Plan.
 - New test (March 2010): pass mark increased to 75% (from 60%); and covers broader range of topics: rights, responsibilities, history, symbols, institutions, etc.
 - Test pass rates have stabilized between 80% and 85%.
 - At last SIJPPC, some concerns raised about possible vulnerable groups and citizenship preparation.
 - CIC diagnostique work to date:
 - Identify vulnerable groups
 - Scan of citizenship preparation resources
 - Assess needs and potential options (further input needed)
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Background/Diagnostique (continued)

- Statistics Canada conducted analysis which identified education level as the biggest factor influencing pass rates.
- Monthly test monitoring suggests possible groups having lower education/difficulties.
- CIC currently working to conduct follow-up study using updated data and increasing level of analysis.
- Scan of citizenship preparation: resources not available evenly across the country.



Citizenship Preparation Tools - Provided by CIC

- *Discover Canada* study guide is the main, official citizenship preparation resource provided by CIC.
- Developing supplementary materials:
 - E-book and mobile app version of study guide (launched Oct 17)
 - Glossary (awaiting approval)
 - Updated audio version
- CIC web site and updated *Welcome to Canada* guide will include information about applying for citizenship.
- While LINC/CLIC is first and foremost a language program, curriculum guidelines contain several modules that relate to Canadian citizenship, such as history, geography, laws, rights and responsibilities, and customs and social behaviour, among others.
- Discover Canada has been adapted into a Citizenship Resource from Canadian Language Benchmarks (CLB) levels 1-8. The Citizenship Resource provides LINC/CLIC and Adult ESL/FSL instructors with guidelines for program planning and teaching Canadian citizenship concepts in the adult ESL/FSL classroom.
- Occasional CIC information/outreach sessions on the citizenship application process in local offices (e.g., Montreal; Atlantic Region).



Citizenship Preparation Tools - Provided by Others

- CIC does not endorse use of 3rd party resources. CIC website advises applicants that 3rd party practice tests/resources to be used “at own risk.”
- Range and availability of citizenship preparation materials/courses varies across Canada.
- Other governments and public/private organizations have produced citizenship preparation materials/courses.
 - Some community organizations, school boards or public libraries offer citizenship courses or additional studying materials.
 - Various settlement organizations offer citizenship preparation courses and materials to help applicants.
 - Government of Manitoba developed plain language print/audio materials based on *Discover Canada* content.
 - Websites offer variety of preparation materials: many free of charge but some charge fees (\$3 to \$45).



CIC Considerations

- Emphasis on developing language skills rather than creating plain language or approving translations of *Discover Canada*.
- Federal government exclusively responsible for granting citizenship, but provinces heavily involved in integration.
 - Preparing to be good citizens is part of the integration process.
 - Some citizenship/civic knowledge covered in CIC-funded language training programs.
- Range of citizenship preparation activities often reflects local organizations tailoring services to specific client needs, different P/T arrangements.
 - Service providing organizations may be in best position to assess needs of vulnerable groups and offer adapted citizenship preparation materials or courses to newcomers.
 - Some funded by CIC Settlement Program, others not.
 - Result: difficult for CIC to monitor, track, influence or manage availability/content of materials or courses.
- Status quo may lead to an increase in the number, variety and quality of citizenship preparation materials or courses with no (or little) input from CIC and more differences across country.

Gaps and Issues

- Level of education is a cross-cutting issue: may need to develop alternative approaches for population groups with low literacy skills.
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- No national or common guidelines/curricula to assist organizations or governments interested in developing their own materials or courses to address specific local/community needs.



Potential Ideas

- Enhance information sharing/awareness.
 - Develop mailing list to help communicate and disseminate information.
- Encourage greater use, distribution and promotion of Discover Canada and CIC supplementary materials.
- Establish guidelines/curricula for citizenship preparation.
- Create more interactive online tools to help teach, understand, and retain citizenship knowledge and concepts.
- Investigate developing citizenship preparation course for the vulnerable groups/applicants who failed the citizenship knowledge test.
- Engage and consult stakeholders.
 - What is the best way to help identify vulnerable groups to hear their concerns and ideas about how they could better prepare?



Discussion / Feedback

- What is the best way to engage vulnerable groups?
- Which options presented do you think best meet the citizenship preparation needs of vulnerable groups?
- What are other options for providing additional citizenship preparation to applicants? What best practices have you observed?
- Are there opportunities for further engagement with provinces, territories, and/or settlement organizations?
- Additional comments or suggestions?